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ABSTRACT

The intensive curriculum in English as a second language (ESL) for adult refugees is designed for members of this group who are highly motivated to get a job, have had seven to nine years of previous education, have been settled in the area for at least three months, and have been evaluated as at least a "high beginning 1" on the Washington State adult refugee oral placement test. The curriculum guide provides assistance in developing instructional plans to help students acquire the practical English needed for job placement or to pursue vocational training, and to continue to acquire English outside the classroom. The curriculum is based on 20-25 instructional hours per week, and contains three instructional levels. Each level consists of oral communication, reading, and writing components, and an optional pronunciation component for all levels is provided. Each component consists of terminal functional competency objectives, enabling objectives, and suggestions for topics, structures, and expressions to be taught. It is recommended that teachers use the guide to develop lessons emphasizing occupation-related or employment-related topics. A list of recommended texts is included. (MSE)

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FLORIDA STATE EDUCATION PROJECT INTENSIVE ESL CURRICULUM

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WASHINGTON STATE
ADULT REFUGEE PROJECT

INTENSIVE ESL CURRICULUM

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FORWARD

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INTRODUCTION

The Adult Refugee Intensive ESL Curriculum has been developed in response to the needs of the refugee community. This curriculum uses a communicative functional framework to provide guidance to instructors in preparing syllabi and lessons. Instructional plans developed from this will assist the students to acquire the practical English needed to ensure initial job placement and long term job placement or to pursue vocational training. Further, students successfully completing training skills in programs using this curriculum should acquire sufficient language skills to enable them to continue to acquire English outside the classroom and to climb the ladder towards self-sufficiency.

While a curriculum can project many possible outcomes, these outcomes will only become reality if a strong partnership is formed among the program administration, the instructors, and the students. For its part, the administration must recognize that not all refugees will benefit from an intensive program. The administration should consider enrolling only those refugees who:

1. are highly motivated to get a job;
2. have had seven to nine years of previous education;
3. have been settled in the area for at least three months; and
4. have been evaluated at least as a high Beginning 1 on the

Washington State Adult Refugee Project Oral Placement Test.

Also, the administration should ensure that at least two instructors teach each class. Without two instructors, the intensity of the curriculum will put too much strain on a single teacher and the students will probably

become bored with having only one instructor for 20-25 hours of instruction each week. Finally, the administration must provide intensive program instructors time to adapt the curriculum to their students' specific needs and to coordinate their planning efforts.

The instructors must take the time to read the entire curriculum and decide in which order to teach the objectives and how to coordinate instruction among the components during the term. In coordinating, teachers should make certain that their fellow instructors know what is being taught in the other's class on a weekly, if not daily, basis.

The refugee must make the commitment to attend classes on a daily basis, to complete all assigned homework promptly, and to schedule appointments outside of classtime. Unless the student wants to make this commitment, the student should be encouraged to enroll in semi-intensive classes.

CURRICULUM ORGANIZATION

The Adult Refugee Intensive ESL Curriculum is based on the levels and the benchmarks described in the Washington State Adult Refugee ESL Master Plan. Institutions adopting this curriculum should plan on providing students with 20 to 25 instructional hours per week and completing a level after 225 to 250 hours. If fewer instructional hours are to be provided, then the number of objectives must be reduced by the institution.

This curriculum consists of three levels: Beginning 2 Intensive, Beginning 3 Intensive, and Intermediate Intensive. Within each level, there are three components: Oral Communication, Reading, and Writing. In addition to these three individual level components, a Pronunciation component is available for use with all levels depending on the students' needs within each class.

Each component is composed of terminal functional competency objectives and enabling objectives. The terminal functional competency objectives are of critical importance in the curriculum. The aim of these objectives is to describe for the teacher how the student is to use English to communicate in completing a task. The enabling objectives are steps to achieve the terminal objective.

Along with the functional competency objectives, suggested topics, structures, and expressions have been provided. These are only suggestions. Teachers do not need to cover all the topics or teach all of the structures and expressions with any one functional competency objective. All functions, topics, structures, and expressions are recycled in different degrees of complexity throughout the curriculum.

As the students move through the curriculum, especially at the Beginning 3 Intensive and Intermediate Intensive levels, teachers should develop lesson plans that emphasize work or employment related topics using the appropriate functional objectives.

Finally in the Reading component, there are two types of terminal functional competency objectives: word attack skill objectives and reading objectives. The word attack skill objectives should be taught in conjunction with the other reading objectives. The word attack skills objectives are intended to provide useful techniques for vocabulary development so students can effectively learn information on their own, whether on the job or during vocational training. The reading objectives provide situations to not only apply word attack skills but also to develop thinking and reasoning skills.

BEGINNING 2 INTENSIVE ORAL COMMUNICATION

OBJECTIVES

- 0 1 Ask for and give information about self and family
-Identify name, address, telephone number, age, nationality, relationship, education, occupation
-Ask for clarification

TOPICS

Social: Talking to friends, sponsor, welfare counselor; **School:** Registering family or self for class; **Health:** Seeing a doctor/nurse for the first time

STRUCTURES

Present: simple; Pronouns: personal, possessive; Adjectives: possessive; Yes/No-questions; Wh-questions

EXPRESSIONS

Could you repeat that, please? / I don't understand

(W 2, 3, 4)

B1: OA 1, 8, 9, 11, 18

OBJECTIVES

- 0 2 Ask for and give information over the telephone
-Exchange greetings
-Make a request for assistance
-Identify self, if necessary
-State purpose and ask for information
-Verify information
-Exchange leavetakings

TOPICS

Telephone: Ask directory assistance for a telephone number; **Community:** Ask for the hours of the post office, library, or stores; **School:** Ask for the schedule of classes or for changes due to weather; **Health:** Ask about treatment plan or poisoning; **Work:** Ask for shift hours; **Transportation:** Ask for bus schedule changes

STRUCTURES

Present: simple, continuous; Future: be going to; Pronouns: personal, possessive; Yes/No-questions; Wh-questions

EXPRESSIONS

Excuse me, could you help me? / I'd like / I want / I need
That's (number, time, hours)

(W 3, 10, 11, 12, 13, 14)

B1: OA 2, 8, 9, 11, 14, 21; B2: OA 3, 4, 8, 17

BEGINNING 2 INTENSIVE

OBJECTIVES

- 0 3 Ask for emergency assistance
 -Identify self
 -State type of emergency
 -Give information: Repeat or ask for repetition

TOPICS

House: Fire, accident; **Transportation:** Serious car accident; **Health:** Serious injury, poisoning, or other illness

STRUCTURES

Present: simple; Pronouns: personal, possessive; Adjectives: possessive, quality; Yes/No-questions; Wh-questions

EXPRESSIONS

We have an emergency. / I need / I want / Please repeat
 Would you repeat that, please?

(W 12, 13)

B1: OA 1, 2, 8, 9, 10, 11, 14, 18, 21; B2: OA 4

OBJECTIVES

- 0 4 Request and give locations or directions to an object or a place
 -Attract attention and request locations or directions to an object or a place
 -Describe object or place, if necessary
 -Give location or directions
 -Clarify locations or directions

TOPICS

House: Clothing, kitchen equipment, personal belongings, home address; **School:** Personal belongings, classroom equipment, cafeteria, classroom, restroom; **Community:** Post office, police station, the stores; **Work:** Tools, machines, personnel office

STRUCTURES

Present: simple; Pronouns: personal, possessive; Adjectives: possessive, quality (shape, color), quantity; Prepositions: position, destination; Commands with direction words; Yes/No-questions; Wh-questions

EXPRESSIONS

Excuse me / Signaling with hand, arm, or finger / Can you help me? / Can you tell me where . . .? / Is there . . .? Is it to the . . .? / Do I go . . .? / Could you say that again, please? / Thanks

(R 3, 8, 21; W 3, 10, 11, 12)

B1: OA 3, 4, 5, 8, 9, 11, 14, 15, 16, 18, 20, 21

BEGINNING 2 INTENSIVE

OBJECTIVES

- 0 5 Request supplies and check price, if necessary
- Attract attention
 - Make a request and state needs
 - Describe item(s) needed
 - Ask about price, if necessary

TOPICS

Shopping: clothing, groceries; School: books, paper, pens, pencils, erasers; Work: tools, parts, other supplies

STRUCTURES

Present: simple; Commands; Pronouns: personal, possessive, demonstrative; Adjectives: possessive, quality, demonstrative; Prepositions: position, destination; Modals of Request: can, could, would; Yes/No questions; Wh-questions

EXPRESSIONS

Excuse me / Pardon me / Could you . . . ? / Would you . . . ?
Can you . . . ? / I would like (some) / I need (some)

(R 3; W 3)

B1: OA 2, 6, 8, 9, 11, 14, 15, 16, 17, 18, 19, 20, 21

OBJECTIVES

- 0 6 Ask for and give information about what someone is doing
- Ask what someone is doing
 - Describe action
 - Invite someone to do something else
 - Refuse invitation

TOPICS

House: Eating lunch, watching TV, cleaning a room; School: Listening to the teacher, buying a book; writing in the book; Community: Going to a movie, a restaurant, or post office; Shopping: Buying food, clothing; Work: Going on break, fixing the machine

STRUCTURES

Present: simple, continuous; Pronouns: personal, possessive, demonstrative; Negative contractions: can't, don't

EXPRESSIONS

I'm not doing anything special. / Would you like to . . . ?
Do you want to . . . ? / Thank you, but I can't. / I'm sorry. / I don't have . . .

B1: OA 8, 14, 17, 18, 19

BEGINNING 2 INTENSIVE

OBJECTIVES

- 0 7 Ask for and give information about an illness
- Introduce self and other (e.g., child)
 - Ask and respond to questions about illness
 - Describe symptoms
 - Ask what the doctor, the nurse, or the dentist is doing
 - Express appreciation

TOPICS

School: Appointment with school nurse;
Health: Visit to doctor or dentist's office

STRUCTURES

Present: simple, continuous; Pronouns: personal, possessive; Adjectives: possessive, quality (awful, cold)

EXPRESSIONS

How do you feel? / What's wrong? / Tell me what's wrong.
I feel / I have / Thank you very much.

B1: OA 1, 2, 7, 8, 14, 18

OBJECTIVES

- 0 8 Make, change, or cancel an appointment over the telephone
- Exchange greetings
 - Ask to speak to the appropriate person
 - Identify self
 - Respond to being put on hold
 - State purpose of call
 - Respond to questions about time and date of appointment
 - Clarify or verify message by repeating or restating in question form
 - Exchange leavetakings

TOPICS

School: Parent-teacher meeting; Community: Casework appointments; Health: Medical or dental examinations; Work: Job interviews

STRUCTURES

Present: simple, continuous; Future: be going to; Negative contractions: can't, won't; Yes/No-questions;

Wh-questions; Or-questions

EXPRESSIONS

May I speak with . . .? / This is / I need to / I have to
I want to / You'll have to hold / Okay

(R 15; W 3, 14)

B1: OA 2, 8, 9, 14, 18; B2: OA 3, 8, 20

BEGINNING 2 INTENSIVE

OBJECTIVES

- 0 9 Notify of absence or delay
- Exchange greetings
 - Ask to speak to the appropriate person
 - Respond to being put on hold
 - Identify self
 - State and explain reason for absence or delay
 - Offer an apology, if necessary
 - State length of absence or delay
 - Exchange leavetakings

TOPICS

School: Child sick, missed bus; Health:
Forgot appointment, too sick; Work:
Sick, car broke down

OBJECTIVES

- 0 10 Give and respond to warnings
- Identify dangerous or non-safe situations
 - Explain, if necessary
 - Warn another person
 - Respond to warning appropriately

TOPICS

School: Wet floor, fire in the wastebasket;
House: Child handling cleaning supplies
or medicines, burner on, broken glass;
Transportation: Slippery roads, car
coming; Work: Tangled cords, wet spot,
machinery running

STRUCTURES

Present: simple, continuous; Future: be going to;
Modals: can, will; Contractions: can't, I'll,
you'll; Adverbs: time (e.g., in a day, tomorrow,
soon, a little later, at hour)

EXPRESSIONS

I'd like to talk to / What's the matter? / You'll have to
hold / Just a minute, please / Sure / No problem / Sorry,
I forgot to / I'll be . . . because . . .

(W 14)

B1: OA 1, 2, 7, 8, 9; B2: OA 1, 2, 7, 8, 9

STRUCTURES

Present: simple, continuous; Commands: negative and
affirmative; Pronouns: demonstratives

EXPRESSIONS

Watch out the . . . / Be careful / Look out / Stop / Don't
touch that

(R 18, 19; W 11)

B1: OA 3, 4, 5, 14; B2: OA 1, 6, 8, 12

BEGINNING 2 INTENSIVE

OBJECTIVES

- 0 11 Give and respond to oral commands used during the Washington State Driver's License Examination
- Give commands
 - Demonstrate or describe what to do

STRUCTURES

Present: simple, continuous; Commands: affirmative and negative; Future: be going to; Adverbs: place; Prepositions: positions

EXPRESSIONS

Don't start until I tell you / Turn on your / Hit the brake when I tell you to stop / Park between / Back out into / Re-enter traffic

(R 6, 7; W 4)

B1: OA 3, 4, 5, 14; B2: OA 1, 6, 8, 12

OBJECTIVES

- 0 12 Ask and tell someone how to do something
- Request assistance
 - State problem or needs
 - Accept or reject request
 - State steps sequentially
 - Express interest in what's being done
 - Express appreciation for help

TOPICS

House: Cleaning an appliance, assembling a toy, setting a multi-functioned watch;
Work: Assembling a product, operating a machine, cleaning procedures for a room

STRUCTURES

Present: simple, continuous; Commands: negative and affirmative; Modals of Request: can, could, would; Adjectives: quantity (numbers); Adverbs: time

EXPRESSIONS

Can you help me? / Could you show me how to do this? / Would you help me? / What's wrong here? / Sure, I'd be glad to
 Sorry, but I can't. Ask . . . / I can't seem to . . .
 Oh, I see now / That looks easy enough / Unhuh

(R 1, 2, 3, 7, 13, 14, 18, 19, 20; W 4, 5, 10, 11, 15)

B1: OA 11, 21; B2: OA 2, 8, 12, 17

BEGINNING 2 INTENSIVE

OBJECTIVES

- 0 13 Request and give information about rules and regulations
- Make a request for information
 - Respond to request
 - Identify and explain rule
 - Demonstrate the rule, if necessary

TOPICS

School: Running in the hallways, food fights, clearing tables; Work: Being late or absent, wearing protective clothing

STRUCTURES

Present: simple, continuous; Modals: could, should, must, had better

EXPRESSIONS

This means / You should / You must / What do you do when . . .? / Could you tell me about . . .?

(R 16, 21)

B1: OA 8, 9, 16, 17, 18, 21; B2: OA 3, 5, 7, 8, 17

OBJECTIVES

- 0 14 Ask and respond to questions about his or her personal skills
- Ask about skills, abilities, and interests
 - Respond and describe skills, abilities, and interests

TOPICS

School: Planning with counselor, talking with teachers or friends; Work: Interviewing for a job

STRUCTURES

Present: simple, continuous; Past: simple; Modals of Ability: can, could; Pronouns: personal, possessive, demonstrative; Adjectives: possessive, comparison, quality; Adverbs: comparison, degree (very, too); Yes/No-questions; Wh-questions; Or-questions

EXPRESSIONS

I like(d) to / I want to / I prefer to / I can / I could
I used to

(R 17; W 11)

B1: OA 8, 14, 18, 19, 20; B2: OA 8, 9, 11, 21

BEGINNING 2 INTENSIVE READING

WORD SKILL GUIDE

- | | |
|--|---|
| <p>G 1 Use phonics to read and pronounce new words encountered in reading</p> <ul style="list-style-type: none"> -Recognize single consonants and diagraphs in words: ch, sh, th, wh -Recognize the consonant endings in words: nk, nd, sk, st, and nt -Recognize the hard and soft sounds of c and g in words -Recognize long and short vowels in words | <p>B1: L 16</p> |
| <hr/> | |
| <p>G 2 Use phonics to read and pronounce new words encountered in reading</p> <ul style="list-style-type: none"> -Recognize the initial consonant blends in words: bl, br, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sp, st, str, sw, thr -Recognize er, it, ir, or, and ur in words -Recognize the ou, ow, aw in words | <p>B2: L 19</p> |
| <hr/> | |
| <p>R 1 Sort and sequence invoices and file records</p> <ul style="list-style-type: none"> -Determine how to sequence: Alphabetically or Numerically -Sort invoices and/or files based on this determination | <p>(O 12; W 1, 2, 3, 15)
B1: L 13, 14, 15, 16, 19</p> |
| <hr/> | |
| <p>R 2 Sort and sequence mail</p> <ul style="list-style-type: none"> -Recognize department or person to whom letter is addressed -Alphabetize or departmentalize mail | <p>(O 12; W 2, 3, 15)
B1: L 13, 14, 15, 16, 19</p> |
| <hr/> | |
| <p>R 3 Locate a product in a store or supply room</p> <ul style="list-style-type: none"> -Name product from order slip -Identify code (i.e., alphanumeric, color) -Find product on shelves | <p>(O 4, 5, 12; W 3)
B1: L 1, 13, 16, 19</p> |
| <hr/> | |
| <p>R 4 Interpret time schedules (e.g., bus schedules, class schedules)</p> <ul style="list-style-type: none"> -Identify departing or starting time -Identify arriving or ending time -Identify departure and arrival points or class room -Determine length of trip or class | <p>(W 15)
B1: L 7, 10, 12, 19</p> |

BEGINNING 2 INTENSIVE

- | | | |
|-------|---|-------------------------------------|
| R 5 | Interpret work schedule
-Identify time of starting and finishing work
-Identify number of hours to be worked | (W 5)
B1: L 7, 12, 19 |
| <hr/> | | |
| R 6 | Interpret traffic or safety sign
-Identify the sign
-Tell or demonstrate what the sign means | (O 11)
B1: L 5, 19 |
| <hr/> | | |
| R 7 | Locate building or address on simplified street map
-Identify parts of map (e.g., streets, buildings, directions)
-Determine building or address sought
-Locate building or address on map
-Tell how to reach place | (O 11, 12; W 10, 15)
B1: L 7, 19 |
| <hr/> | | |
| R 8 | Interpret grocery receipt
-Identify items purchased or cost
-Determine name of same item purchased | (O 4)
B1: L 3, 12, 18, 19 |
| <hr/> | | |
| R 9 | Interpret newspaper sale advertisements
-Identify store for purchase

-Identify items to be purchased
-Identify duration of sales and savings | B1: L 3, 12, 18, 19 |
| <hr/> | | |
| R 10 | Interpret paychecks
-Identify pay period
-Identify earnings
-Identify taxes | B1: L 3, 10, 12, 19 |
| <hr/> | | |
| R 11 | Interpret telephone bills
-Identify the amount and date due
-Identify types and amount of charges
-Identify date, time, location, number called for long distance charges | B1: L 3, 12, 17, 19 |

BEGINNING 2 INTENSIVE

- R 12 Interpret gas, electric, and water bills
 -Identify billing company
 -Identify amount due, credit balance, service period, date due
 -Identify number to be called if there is an error
 B1: L 3, 12, 17, 19; B2: L 4, 14
-
- R 13 Locate an office or department using a building directory or floor plan
 -Recognize the name of office or department being sought
 -Identify floor and office number
 -Give directions for reaching office or department
 (O 12; W 10, 15)
 B2: L 7, 19
-
- R 14 Interpret recipe directions
 -Identify name of dish, ingredients, and proportions
 -Identify cooking method, temperature, and time
 -State or demonstrate recipe
 (W 15)
 B2: L 6, 9, 15, 16
-
- R 15 Extract information from routine school memos (e.g., parent-teacher meetings, field trips, in-service days)
 -Identify date and person about
 -Determine purpose: Information, permission
 -Sign, if necessary
 (O 8)
 B2: L 3
-
- R 16 Extract information from school policy manual or student handbooks
 -Identify areas that apply to self or child
 -Identify rules and/or possible violations
 -Identify punishments or penalties
 (O 13)
 B2: L 2, 9, 16
-
- R 17 Extract information from help-wanted section advertisements
 -Identify type of job, hours worked, education and/or experience required, application deadline
 -Identify where to send in or deliver applications
 -Interpret common abbreviations (e.g., appt., bfts., mo.)
 B2: L 2, 9, 16

BEGINNING 2 INTENSIVE

- | | |
|---|--|
| <p>R 18 Interpret labels on over-the-counter or prescription medicines</p> <ul style="list-style-type: none"> -Identify name of product -Identify symptoms the product will relieve -Restate usage directions: dosage, frequency, and administration | <p>(O 10, 12; W 15)
B2: 6, 16</p> |
| <hr/> | |
| <p>R 19 Interpret labels on household products (e.g., cleaning products)</p> <ul style="list-style-type: none"> -Identify name of product -Identify purpose of product -Restate or demonstrate steps for use -Restate warnings or cautions | <p>(O 10, 12; W 15)
B2: 6, 16</p> |
| <hr/> | |
| <p>R 20 Interpret directions on how to use or assemble an item</p> <ul style="list-style-type: none"> -Identify the item to be assembled or used -Identify parts and sequence of assembly or use -Interpret any warnings -Assemble or demonstrate use of item | <p>(O 12; W 15)
B2: L 6, 9, 15, 16</p> |
| <hr/> | |
| <p>R 21 Scan for basic information from descriptions of objects, places, or people</p> <ul style="list-style-type: none"> -Identify who, what, or where is being described -Identify characteristics: dimensions, coloring, location | <p>(O 4, 13; W 11, 12, 14, 15)
B2: L 4, 5, 7, 8, 9, 15, 16</p> |
| <hr/> | |

BEGINNING 2 INTENSIVE
WRITING

- | | |
|--|--|
| <p>W 1 Recognize and produce the upper and lower cases of the cursive alphabet</p> <ul style="list-style-type: none"> -Recognize the correspondence between the lower case printed alphabet and the cursive alphabet -Produce the lower cursive alphabet -Recognize the correspondence between the upper case printed alphabet and the cursive alphabet | <p>(R 1)
B1: L 13, 14, 15</p> |
| <hr/> | |
| <p>W 2 Recognize and produce the individual's name and family's name in cursive form</p> | <p>(O 1; R 1, 2)
B1: L 13, 14, 15</p> |
| <hr/> | |
| <p>W 3 Write from dictation numerical and alphabetical sequences</p> <ul style="list-style-type: none"> -Recognize and transcribe numbers from addresses, telephone numbers, time, money amounts -Recognize and transcribe sight words (i.e., name, address, safety words, traffic words) | <p>(O 1, 2, 4, 5, 8; R 1, 2, 3)
B1: L 2, 3, 4, 5, 12, 13</p> |
| <hr/> | |
| <p>W 4 Complete information on a simple application</p> <ul style="list-style-type: none"> -Print family name, first name, middle initial -Print address, telephone number, social security number | <p>(O 1, 11, 12)
B1: L 4, 8, 14</p> |
| <hr/> | |
| <p>W 5 Complete a time card</p> <ul style="list-style-type: none"> -Recognize a printed name -Write in exact time worked -Write in total hours worked -Sign time card | <p>(O 12; R 5)
B1: L 4, 10, 12, 14, 15; B2:
L 1</p> |
| <hr/> | |
| <p>W 6 Address an envelope</p> <ul style="list-style-type: none"> -Write or print title, name, and address of sender and addressee -Indicate special instructions, if any (i.e., c/o, please forward) | <p>B1: L 3, 13, 14, 15</p> |

BEGINNING 2 INTENSIVE

- W 7 Write checks or money orders
 -Write date and amounts in numbers and words
 -Write name of person or company
 -Sign check or money order

B1: L 3, 13, 14, 15

- W 8 Fill out deposit slips
 -Write date, amount in cash, amount in checks
 -Total deposit

B1: L 3, 10, 12; B2: L 14

- W 9 Maintain a check register
 -Write date, check number, and description of transaction
 -Write in amounts deposited or withdrawn
 -Balance the account

B1: L 3, 10, 12; B2: L 14

- W 10 List oral direction to a location or an object
 -Write directional commands
 -Read back to verify commands

STRUCTURES

Commands with direction words;
 Prepositions: position,
 destination

(O 2, 4, 12; R 7, 13)
 B1: L 14; B2: L 12

- W 11 Describe an object or an experience with an object
 -Identify physical characteristics (e.g., size,
 shape, color, weight)
 -Identify construction or purpose
 -Identify location and/or owner

STRUCTURES

Present: simple, continuous; Past:
 simple; Pronouns: Personal,
 possessive; Prepositions:
 position, destination; Adjectives:
 possessive, quality, quantity,
 comparison

(O 2, 4, 9, 10, 12; R 21)
 B1: L 14, 15

BEGINNING 2 INTENSIVE

- W 12 Describe a place or an experience in a place
 -Identify size and space arrangement
 -Identify location

STRUCTURES

Present: simple, continuous; Past: simple; Pronouns: personal, possessive; Adjectives: possessive, quality, quantity, comparison

(O 2, 3, 4; W 21)
 B1: L 14, 15

- W 13 Obtain a telephone number from directory assistance
 -Request the number for a business or a company
 -Identify the city
 -Write down the area code and telephone number

(O 2, 3)
 B2: L 13

- W 14 Take a telephone message
 -Identify who the message is for
 -Verify the spelling of his or her name
 -Identify the caller and verify the spelling of the name
 -Write simple message
 -Identify who wrote the information

(O 2, 8, 9; R 21)
 B2: L 13

- W 15 Describe a multi-step process, (e.g., making a cake, starting a car)
 -Identify the steps
 -Sequence the steps

STRUCTURES

Commands; Pronouns: personal, possessive; Adverbs: time; Prepositions: position, destination; Adjectives: possessive, quality, quantity

(O 15; R 1, 3, 4, 7, 13, 14, 18, 19, 20, 21)
 B2: L 12; B1: L 1

BEGINNING 2 INTENSIVE

W 16 Write a letter to a teacher explaining a child's absence

- Write the date and salutation
- Give reason for absence
- Give closing and sign

STRUCTURES

Past: simple; Pronouns: personal, possessive; Adverbs: time; Prepositions: position; destination

EXPRESSIONS

Dear; Sincerely

(0 9)

B2: L 9

BEGINNING 3 INTENSIVE ORAL COMMUNICATION

OBJECTIVES

- 0 1 Talk about past and future plans with a counselor
 -Ask and answer questions about what you want to do
 -Tell about your qualifications
 -Ask and answer questions clarifying qualifications (e.g., skills, aptitudes, experiences)
 -Ask for and accept a suggestion

TOPICS

Employment: employment counselor, social caseworker; **School:** career or guidance counselor

STRUCTURES

Present: simple, perfect; Past: simple; Future: will, be going to; Modals of Ability: can, could, should; Adjectives: quality (dependable, thorough); Tag questions

EXPRESSIONS

I like to . . . / I know how to . . . / I have used . . .
 Would you rather . . . or . . . ? / Do you know how to . . . ?
 Tell me about your . . . / Have you ever thought of . . . ?
 It might be a good idea to . . .

(W 1)

B3: OA 1, 4, 6, 9, 14, 19, 21

OBJECTIVES

- 0 2 Ask for information about services or policies
 -Attract attention and make a request
 -Ask for clarification using restatement
 -Ask for and respond with further information

TOPICS

Employment: benefits, commissions, over-time, layoffs, assignment changes; **School:** registration, homework; **Community:** daycare; **Shopping:** product return, warranty service

STRUCTURES

Present: simple, continuous, perfect; Pronouns: personal, demonstrative; Prepositions: position, time; Adverbs: time, degree, manner; Adjectives: quality, quantity, possessive; Conjunctions: because, since, when

EXPRESSIONS

I don't understand. You mean that . . . / You mean to say . . . / Would you mind telling me more about . . . ?
 Could you tell me something about . . . ?

(R 5)

B3: OA 1, 5, 10, 14, 15

BEGINNING 3 INTENSIVE

OBJECTIVES

- 0 3 Register a complaint about services or policies
- Ask to speak to the appropriate person
 - Make a complaint
 - Ask for more information
 - Give explanations
 - Respond to complaint and offer an apology

TOPICS

Employment: Lack of benefits, commissions, overtime, too many assignment changes;
School: Too much homework, not enough conversation practice; **Community:** No room at the daycare center; **Shopping:** Toy fell apart, appliance won't operate, zipper broke

STRUCTURES

Present: simple, perfect, perfect continuous; Past: simple; Adjectives: quality, comparison; Adverbs: comparison, time, manner; Conjunctions: but, however, because

EXPRESSIONS

We had a problem . . . / I'm sorry to bother you, but . . .
 There's something you can help me with . . . / What else did it do? / What more has happened? / I'm very sorry. I didn't realize that . . .

(R 5)

B3: OA 1, 10, 14, 15, 19, 20, 21

OBJECTIVES

- 0 4 Identify a mistake at work
- State and apologize for error
 - Ask and explain how mistake happened
 - Forgive mistake and demonstrate how to correct, if necessary

TOPICS

Employment: Assembled a product incorrectly, did not clock in or out, broke a piece of equipment; **School:** Did wrong assignment, cheated, jammed stapler;
House: Broke appliance, burnt food

STRUCTURES

Present: simple, perfect, perfect continuous; Past: simple; Commands; Adjectives: quality, comparison; Adverbs: comparison, time, degree (very, too); Prepositions: position, time; Conjunctions: but, however, because

EXPRESSIONS

I've got to apologize for . . . / I have something to tell you, I . . . / This isn't easy to explain, but . . . / I forgot to . . . / When I did this, . . . happened / That's all right. / Don't worry about it. / It's not your fault.

(W 6)

B3: OA 1, 4, 5, 9, 14, 19, 21

BEGINNING 3 INTENSIVE

OBJECTIVES

- 0 5 Ask for an evaluation of work or progress
 -Ask for and give an opinion
 -Ask for clarification and give an explanation
 -Agree or disagree with opinion

TOPICS

Employment: Review of individual task, performance evaluation; School: Progress report on self or child

STRUCTURES

Present: simple, perfect; Past: simple; Adjectives: quality, quantity, comparison; Adverbs: comparison, time, manner

EXPRESSIONS

How did you like . . .? / What did you think of . . .? / I thought . . .? / I don't understand. Could you give me more . . .? / I don't know. I thought . . . / Oh, I see. Next time, I should . . . / But I . . .

B3: OA 4, 5, 6, 9, 14, 20, 21

OBJECTIVES

- 0 6 Report an accident in person or by telephone
 -Attract attention and identify problem
 -Ask what happened
 -Describe people, location, cause, and/or results
 -Give advice

TOPICS

Employment: injury (cut hand, hit head), fight; School: accident (knock something over, trip and fall); Home: poisoning, fire; Transportation: hit and run, collision

STRUCTURES

Present: perfect, perfect continuous; Past: simple; Commands; Modals of Obligation: should, had better; Adverbs: comparison, time, manner; Adjectives: quality, quantity; Conjunctions: because, when

EXPRESSIONS

Hey, there's been a(n) . . . / We need . . .

(W 6, 7)

B3: OA 9, 14, 21, 22

BEGINNING 3 INTENSIVE**OBJECTIVES**

- 0 7 Ask for information about being laid off or dismissed
 -Ask to speak to the appropriate person
 -Ask for clarification of lay off or dismissal
 -Express appreciation

STRUCTURES

Present: simple, perfect; Past: simple; Modals: will, would, could, should, could have, should have; Adjectives: quality; Adverbs: manner, degree; Conjunctions: although, since, for, because; Wh-questions; Tag questions

EXPRESSIONS

Why are you . . .? / What could I have done better? / Will you . . .? / Would you . . .? / Thanks very much for your time.

B3: OA 3, 4, 6, 8, 9, 14, 15, 19, 21

OBJECTIVES

- 0 8 Discuss reasons for having left a job or school
 -Start a conversation stating that you have left
 -Ask for and give clarification
 -Give advice

TOPICS

Employment: laid off, dismissed, quit (bad conditions, health, money); School: completed coursework, quit

STRUCTURES

Present: simple, perfect; Past: simple; Adjectives: quality (boring, dangerous, difficult, limited); Conjunctions: because, since, for; Wh-questions (why, how long)

EXPRESSIONS

Is that the only reason? / I left . . . because . . . / I think you should . . .

B3: OA 3, 4, 6, 9, 10, 14, 21

BEGINNING 3 INTENSIVE
READING

WORD ATTACK SKILLS GUIDE

- | | | |
|-------|---|------------|
| G 1 | Verify the spelling of a word in the dictionary
-Identify guide words
-Locate pre-determined word and check spelling | B3: L 13 |
| <hr/> | | |
| G 2 | Locate new words in the dictionary
-Identify guide words for particular entry word
-Determine pronunciation and syllables of entry word
-Identify part of speech and definitions of entry word
-Write or state a sentence using the word correctly | B3: L 13 |
| <hr/> | | |
| R 1 | Scan an area code map
-Locate and describe time differences in the U.S. time zones
-Determine area code for specific location | B3: L 7 |
| <hr/> | | |
| R 2 | Locate a business address and telephone number in the yellow pages
-Find alphabetical listing of business and identify its telephone number
-Search for its classified ad listing and note any additional information (e.g., hours, service specialities, directions) | B3: L 3, 7 |
| <hr/> | | |
| R 3 | Use a newspaper index
-Identify the sections of the newspaper (e.g., classified ads, business, weather)
-Determine in which section topic/subject is to be found
-Identify page and part (A, B, C) of section for topic | B3: L 3, 7 |
| <hr/> | | |
| R 4 | Scan classified ads for housing or car information
-Locate appropriate heading in classified ads
-Explain abbreviations (e.g., apt., rm., fl.) | B3: L 3, 7 |

BEGINNING 3 INTENSIVE

- R 5 Scan and interpret product warranties (0 2, 3)
 -Identify the length of the warranty B3: L 3, 7, 12, 13
 -Identify the manufacturer and address
 -Specify items or parts covered
-
- R 6 Determine route on a city road map B3: L 4, 6
 -Locate general area in index
 -Cross-reference grid markings (use letter and number to locate appropriate section on map)
 -Specify streets, highways, approximate distances, and directions
 -Write the specifics in direction form for someone else to follow
-
- R 7 Scan and interpret a detailed set of directions B3: L 2, 6, 13
 -Determine objective
 -Identify the steps to be taken
 -Explain or demonstrate how to reach objective
-
- R 8 Scan employment announcements or job descriptions for basic information (W 5)
 B3: L 3, 7
 -Determine job title and duties
 -Identify hours and/or length of job (e.g., temporary, full-time)
 -Identify contact person, telephone number, and/or address
 -Identify application deadline
-
- R 9 Scan announcements from school B3: L 3
 -Identify which person is being talked about (i.e., child, self)
 -Determine date of announcement
 -Determine and explain action to be taken
-

BEGINNING 3 INTENSIVE

R 10 Scan new stories, sports stories, or accident reports
for basic information

(W 6)

B3: L 6, 7, 14

- Identify who or what was involved
 - Determine when the event occurred
 - Identify sequence of actions, if possible
 - Identify where the event took place
 - Determine why and how event happened
-

BEGINNING 3 INTENSIVE WRITING

- W 1 Write a personal inventory of skills and abilities
- Identify the activities that you can perform
 - Identify the skills that you have developed
 - Identify your physical characteristics
 - Identify personal qualities
 - Identify types of jobs that you have held

STRUCTURES

Present: simple, continuous, perfect; Past: simple, continuous; Modals: can, could, used to, should; Adjectives: quality, comparison; Adverbs: time, place, manner, degree; Prepositions: position, destination

(0 1)

B3: OA 6; L 2

- W 2 Complete credit, employment, or other application
- Review all instructions
 - Fill in identification data
 - Identify type of credit or position desired
 - Ask for clarification, if necessary
 - Identify references and work history, if necessary

B3: L 2

- W 3 Prepare an income tax return (1040 EZ)
- Review form completion instructions using bilingual assistance
 - Fill in identification information
 - Identify filing status and exemptions
 - Identify adjusted gross income: Wages, interest, unemployment compensation, deductions
 - Identify tax, credits, and payments
 - Determine refund or amount owed

B3: L 2

- W 4 Transcribe a special offer from television or radio
- Identify product
 - Identify cost
 - Specify who to contact and how

B3: L 1, 4

BEGINNING 3 INTENSIVE

- W 5 Transcribe job announcement from the radio, television, or telephone recording
- Identify the job title and duties
 - Identify company and contact person
 - Identify telephone number and address
 - Identify how to apply and deadline

(R 8)

- W 6 Write a short memo at work describing an accident
- Identify the people involved, the date, and the time
 - Tell what happened in sequence
 - State result

STRUCTURES

Present: simple, perfect; Past: simple, continuous; Passive voice with same tenses; Modals of Obligation or Request: will, could, should, would, must; Adjectives: quality, quantity, (numbers), demonstrative; Adverbs: time, place, manner; Prepositions: position

EXPRESSIONS

To:/ From:/ Subject:

(O 4, 6; R 10)

B3: L 8, 12

- W 7 Complete a police or an insurance report on an accident (e.g., car crash, burglary)
- Identify place, time, and/or people involved
 - Draw a diagram of the scene
 - Identify the sequence of events
 - Identify results

STRUCTURES

Passive voice: present perfect, simple past, past continuous; Adjectives: quality, quantity; Adverbs: time, place

(O 6; R 10)

B3: L 8, 12

INTERMEDIATE ORAL COMMUNICATION

OBJECTIVES

- 0 1 Obtain information and respond to a pre-recorded message
-Listen to message and recognize tone signal to start your message
-Identify self and contact number

TOPICS

Employment: Asking for more job information or making an appointment; **Health:** Making an appointment

STRUCTURES

Present: simple; Modals: can, could, would

EXPRESSIONS

This is . . . / Would you call me back at . . . ?

Use tele-trainers and answering machine in classroom or assign for homework

(W 1)

I: OA 1

OBJECTIVES

- 0 2 Obtain and restate information heard on the radio or television or over the telephone
-Listen to information
-Tell someone what was said

TOPICS

Employment: Job announcements, training programs available; **Weather:** Weather reports, travel advisory; **Community:** Child missing; **Transportation:** Bus, plane, or train schedule changes

STRUCTURES

Present: simple, continuous, perfect; Future: will be going to; Modals: may, might, can, could; Adjectives: quality, quantity; Adverbs: time, manner; Prepositions: position, destination, time

EXPRESSIONS

They said that . . . / They went on to say that . . .

(W 1, 2)

I: OA 1

INTERMEDIATE INTENSIVE

OBJECTIVES

- 0 3 Tell someone how to do something
- Give someone step-by-step instructions
 - State what happens at every step
 - Check if instructions have been understood
 - Guide person through giving encouragement

TOPICS

Employment: Learning a new job, operating a piece of equipment (e.g., power sewing machine, drill press), taking a test;
School: Operating a piece of equipment (e.g., movie projector, tape recorder), taking a test; **Health:** Treating a sprained ankle

STRUCTURES

Present: simple, perfect, continuous; Commands; Adjectives: quantity; Adverbs: time; Prepositions: position

EXPRESSIONS

First of all . . . / And then this happens . . . / The next thing you do is . . . / Be careful not to . . . / Are you with me? / Do you see what I mean? / That's right! / Got that? / Good, go on . . .

(R 3)

I: OA 7

OBJECTIVES

- 0 4 Discuss training opportunities
- Ask for training opportunity information
 - Tell how to get training
 - Interrupt explanation

STRUCTURES

Present: simple; Future: will, be going to; Modals of Request and Possibility: can, could, would, may, might; Yes-No questions; Tag questions

EXPRESSIONS

All you need to do is . . . / Excuse me, but there's an easier way. You . . . / That's true, but . . . / But still, you . . .

(W 3, 4)

I: OA 2

INTERMEDIATE INTENSIVE

OBJECTIVES

- 0 5 Discuss possibilities of advancing on the job
- Ask about possibilities of moving up
 - Describe what you do now
 - Identify types of jobs available
 - Express certainty in ability

STRUCTURES

Present: simple, perfect; Conditional; Modals: can, could, may, might, will; Yes-No questions; Wh-questions

EXPRESSIONS

Do you think there'll . . . ? / Are there any possibilities of . . . ? / I wouldn't be surprised if . . . / There'll probably be . . . / There's a chance that . . . / I'm sure I can . . . / I know . . .

(W 5, 8)
I: OA 2

OBJECTIVES

- 0 6 Ask for a raise or a promotion
- Ask for a raise and/or a promotion
 - Give reasons
 - Disagree with reasons

STRUCTURES

Present: simple, perfect; Past: simple; Adjectives: Adverbs: time, manner

EXPRESSIONS

I would like . . . / I think I deserve . . . because . . .
I'm sorry, but . . . / There's no way you'll be getting . . . since . . .

(W 8)
I: OA 3

INTERMEDIATE INTENSIVE

OBJECTIVES

- 0 7 State intent to leave a job or school
- Ask how job or school is going
 - Express dissatisfaction by stating intent to leave
 - Ask for and give reasons
 - Persuade to stay

STRUCTURES

Present: simple; Future: will; Conditional; Modals: may, might, could; Adverbs: time; Conjunctions: because, for, since; Wh-questions; Tag Questions

EXPRESSIONS

Nothing's going to stop me from . . . / I think I'll . . .
 I'm thinking of . . . / I've had it with . . . / That's true, but if . . . / But you have got to realize that if . . .

(W 5)

I: OA 13, 14

OBJECTIVES

- 0 8 State and support a grievance
- Express appropriate anger about a problem
 - Respond to the anger appropriately
 - State grievance and give reasons
 - Make a suggestion

TOPICS

Employment: Harassment, discrimination;
 School: Too much homework, directions too complicated, problem with another student

STRUCTURES

Present: simple, continuous, perfect; Past: simple; Commands; Adjectives: quality, quantity

EXPRESSIONS

What a drag! / I can't stand the way . . . / This is the last straw. / I have had just about enough of . . . / Take it easy! / Relax! Tell me what's wrong. / What's the matter? / It's not as bad as all that. / Why don't you . . .? / Let's . . .

(W 9)

I: OA 5, 6

INTERMEDIATE INTENSIVE

OBJECTIVES

- 0 9 Discuss a recent evaluation
- Identify reason for meeting
 - Ask for reason for negative evaluation
 - Disagree with evaluation

TOPICS

Employment: performance evaluation;
School: test score, grade report

STRUCTURES

Present: simple, perfect; Past: simple, perfect;
Adjectives: negative qualities; Adverbs: time (just, recently)

EXPRESSIONS

Do you have a minute? I want to . . . / Well, you see . . .
The reason was . . . / . . . and that's why I gave . . . /
All right, but don't you think that . . . / But that's not
entirely true . . .

(W 8)

I: OA 4

OBJECTIVES

- 0 10 Describe someone's physical appearance in detail
- Ask for the physical appearance of someone
 - Give a general impression, include age and build
 - Ask for more information
 - Identify height, weight, face, hair, eyes, clothes

STRUCTURES

Present: simple; Past: simple; Adjectives: quality;
Adverbs: degree, time; Conjunction: and, but

EXPRESSIONS

in his or her early / mid/late twenties / middle-aged
thirtyish / tall and slim / well-built / attractive

(W 6)

I: OA 10

INTERMEDIATE INTENSIVE

OBJECTIVES

- 0 11 Describe someone's character, include jobs, interests, hobbies, achievements
 -Ask what someone is like
 -Talk about his or her personality, jobs, interests, hobbies, achievements

TOPICS

Employment: Interviewing, recommending a friend for a job; **School:** Applying for a training program

STRUCTURES

Present: simple, perfect; Past: simple; Adjectives: quality (e.g., characteristics: sensitive, level-headed); Adverbs: manner, degree, time, frequency

EXPRESSIONS

What's he like? / What are his or her strengths or weaknesses? / Why should he be hired? / What has he or she done so far?

(W 6)
 I: OA 10

OBJECTIVES

- 0 12 Explain and compare common practices and activities
 -Give and question an opinion
 -Tell how the practices or activities are the same or different
 -Bring someone into the conversation
 -State preference

TOPICS

Employment: types of jobs, job assignments;
School: training programs; **Social:** marriage customs, clothes, and foods

STRUCTURES

Present: simple, continuous, perfect; Adjectives: quality, demonstrative, comparison; Adverbs: comparison (e.g., as . . . as, more/less . . . than)

EXPRESSIONS

I believe that . . . / I think that . . . / I sometimes think that . . . / In what way? / How do you mean? / Don't you agree, (another person)? / As far as I'm concerned . . . This one's . . . because . . . / For me, the best . . .

(W 3, 4)
 I: OA 9, 13

INTERMEDIATE INTENSIVE

OBJECTIVES

- 0 13 Discuss and exchange opinions
- Give an opinion
 - Disagree with opinion
 - Support original opinion
 - Agree with opinion

TOPICS

Employment: a grievance, change in shifts, new equipment; **Social:** sports (e.g., Sonics winning), television, violence, news events

STRUCTURES

Present: simple, perfect; Conditional; Adjectives: quality, comparison; Adverbs: degree, manner, time, frequency, comparison

EXPRESSIONS

If you ask . . . / You know what I think? I think that if . . . / I'd like to point out that if . . . / Maybe, but don't you think that if . . .? / I'm not sure if I agree . . . / Are you kidding?

(W 9)

I: OA 8

OBJECTIVES

- 0 14 Discuss possible changes
- Ask what might happen if
 - Tell possible changes

TOPICS

Employment: became a supervisor, were fired, received more training; **Social:** got married, got pregnant, won the lottery

STRUCTURES

Conditional; Modals of Possibility or Request: may, might, could; Adverbs: time; Conjunctions: because, however, since, when, but, and

EXPRESSIONS

What would you do if . . .? / Supposing you . . . / What would it be like if . . .? / Oh, I suppose I'd . . . / I might . . . / I think I'd . . .

(W 9)

I: OA 11

INTERMEDIATE INTENSIVE
READING

WORD ATTACK SKILLS GUIDE

- | | | |
|-------|--|---------|
| G 1 | Recognize and determine word meaning by using common roots
(e.g., auto, bene, chron, dict, metr, tele, port) | I: L 11 |
| <hr/> | | |
| G 2 | Recognize and determine word meaning by using common prefixes
(e.g., in-, pro-, contra-, post-, pre-, sub-, super-) | I: L 11 |
| <hr/> | | |
| G 3 | Recognize suffixes used to form nouns (e.g., -s, -ee, -er, -ion,
-ment, -ness, -ship) | I: L 12 |
| <hr/> | | |
| G 4 | Recognize suffixes used to form verbs (e.g., -s, -ing, -ed, -ate, -ize) | I: L 12 |
| <hr/> | | |
| G 5 | Recognize suffixes used to form adjectives (e.g., -er, -est,
-able, -ish, -ative, -less) | I: L 12 |
| <hr/> | | |
| R 1 | Locate materials in the card catalogue in the library
-Determine section of catalogue to look under: Subject, author, title
-Identify the code numbers
-Locate materials on the shelves using the call number | I: L 9 |
| <hr/> | | |
| R 2 | Locate reports, parts, or supplies from an inventory file
-Determine section of file to look under: alphabetical, numerical
-Locate materials in central warehouse or file room | I: L 9 |
| <hr/> | | |
| R 3 | Take a paper and pencil test properly
-Complete applicant information section
-Fill in identification grid
-Read directions carefully, paying attention to key words
(e.g., best answer)
-Ask for clarification of directions
-Recognize and interpret limiting words (e.g., always, seldom,
except, only) in questions and responses
-Respond to sample questions on grid answer sheets | I: L 10 |

INTENSIVE INTERMEDIATE

- | | |
|---|---|
| <p>R 4 Interpret safety or licensing regulations (e.g., driving, fishing, hunting)</p> <ul style="list-style-type: none"> -Identify section of interest in manual -Determine actions needed to be taken -Explain what needs to be done or demonstrated | <p>(0 3)
I: L 3</p> |
| <hr/> | |
| <p>R 5 Interpret factual newspaper or magazine stories</p> <ul style="list-style-type: none"> -Determine basic information (i.e., who, what, when, where) for services offered, robberies reported, or sports played -Restate information for a non-reader | <p>(0 10)
I: L 5</p> |
| <hr/> | |
| <p>R 6 Interpret personnel policy and benefits manual</p> <ul style="list-style-type: none"> -Identify section of interest -Extract basic information using a dictionary -Ask for clarification -Report information to another student | <p>(0 5, 6, 8, 9; W 3)
I: L 2, 11, 12</p> |
| <hr/> | |
| <p>R 7 Interpret audio-visual and written entry-level training materials</p> <ul style="list-style-type: none"> -Identify and follow directions -Determine what to do and how to do it -Ask for clarifications on diagrams or charts -Apply new skill acquired or explain how to apply it | <p>(0 2, 3)
I: L 6, 11, 12</p> |
| <hr/> | |
| <p>R 8 Interpret vocational training texts</p> <ul style="list-style-type: none"> -Identify section of interests -Extract explicit facts -Identify cause and results of applying techniques -Apply new information and explain it | <p>(0 3)
I: L 6, 11, 12</p> |
| <hr/> | |

INTERMEDIATE INTENSIVE WRITING

- W 1 Transcribe audio pre-recorded medical, dental, or tax information in detail
- Identify situation described
 - Identify steps to be taken and cautions
 - Identify how to get more information

In King County, there are three phone numbers with taped information: Cooperative Extension dial-extension, tel-med, and tel-dent. Also, the IRS has a pre-recorded line.

(0 1)

I: L 1, 11, 12

- W 2 Transcribe employment information from a television or radio spot or a job services hotline
- Identify type of job
 - Identify characteristics of person wanted
 - Identify application procedures

In King County, try the following: City of Seattle: 625-7999; King County: 625-7999; Pacific Northwest Bell: 345-6126; Employment Security Job Services Hotline.

(0 2)

I: L 1, 11, 12

- W 3 Classify occupations: titles, duties, education, and experience
- Scan classified ads or job announcements
 - Define categories for jobs that interest you
 - Categorize data

STRUCTURES

Present: simple, perfect; Passive voice; Adjectives: quality, quantity (number, article), comparison; Adverbs: time, manner, degree, frequency

EXPRESSIONS

the former / the latter

(0 12)

I: L 8

INTENSIVE INTERMEDIATE

- W 4 Compare and contrast activities: job duties, training programs
- Identify similarities
 - Identify differences
 - Express an opinion

STRUCTURES

Present: simple, continuous, perfect; Past: simple, perfect; Passive voice; Adjectives: quality, demonstrative, comparison; Adverbs: comparison; Conjunctions: but, however, although, while

(O 4, 5, 12)

I: L 8

- W 5 Speculate about future occupations or family plans
- Identify possible changes
 - Describe possible effects
 - Describe feelings or attitudes

STRUCTURES

Conditional; Modals of Possibility or Willingness: may, might, would, will, could; Adjectives: quality, quantity (articles)

(O 5, 6, 7, 14)

I: OA 10

- W 6 Write a resume
- Identify self
 - Specify position of interest
 - List the name and location of schools attended
 - List dates of attendance and graduation dates
 - State jobs held with dates and describe duties
 - Identify special skills acquired
 - List special interests and achievements

STRUCTURES

Present: simple, continuous; Adjectives: quality, demonstrative, quantity (numbers)

(O 11)

I: L 7

- W 7 Write a letter of application for employment
- Write heading, inside address
 - Write salutation to a specific person
 - Express interest in a specific position
 - State abilities for this position
 - State how and where you can be reached
 - Close letter

STRUCTURES

Present: simple, continuous, perfect; Past: simple, continuous; Passive voice; Modals of Ability and Request: may, will, would, could; Adverbs: time

(O 5, 6, 11)

I: L 7

INTENSIVE INTERMEDIATE

- W 8 Write a letter asking for a raise and/or
- Write heading, inside address, and salutation
 - State request
 - Provide reasons for raise and/or promotion
 - Ask to be informed of decision
 - Write closing and signature

STRUCTURES

Present: simple, continuous, perfect; Past: simple; Passive voice; Adjectives: quantity (number), quality; Adverbs: time, manner; Conjunction: and, because, since, not only . . . but also

EXPRESSIONS

I believe that . . . / I think I deserve . . . / I am asking for . . . because . . . / I look forward to hearing from you

(0 5, 6, 9)

I: L 4

- W 9 Complete a grievance report
- Identify person complaining (e.g., name, i.d. number, department)
 - Specify problem and people involved
 - Provide support for complaint (e.g., give examples)
 - Ask for action to be taken

STRUCTURES

Present: simple, continuous, perfect; Past: simple; Adjectives: quality, demonstrative; quantity (articles, number); Adverbs: manner, time, degree, frequency; Conjunction: because, since, and, for

(0 8)

I: L 4

PRONUNCIATION
ALL LEVELS

(Note: Not all sounds are problems for all students. Concentrate on those sounds which pose particular difficulties for your students and only work on them when they occur naturally in a lesson. If you are not sure which sounds cause problems, check Pronunciation Contrast in English, Nilsen and Nilsen, Regents or The PD's, Traeger-Crowell and Cook-Henderson, Prentice-Hall.)

P 1 Discriminate between and produce consonant sounds in initial, medial, and final positions:

- a. Plosives: /p/, /b/, /t/, /d/, /k/, /g/
 - b. Fricatives: /s/, /z/, /sh/, /zh/, /f/, /v/, /dh/, /h/
 - c. Affricates: /ch/, /j/
 - d. Nasals: /m/, /n/, /ng/
 - e. Lateral and glides: /l/, /w/, /hw/, /r/, /y/
-

P 2 Discriminate between and produce the vowel sounds in initial, medial, and final positions

- a. Short vowels
 - b. Long vowels
 - c. Diphthongs
-

P 3 Determine and identify the number of syllables in a word

PRONUNCIATION

P 4 Recognize, associate, and produce the appropriate plural or possessive /s/ sound with nouns:

- a. /s/ with /p/, /t/, /k/, /f/, /th/
 - b. /iz/ with /s/, /z/, /sh/
 - c. /z/ with all vowels, /b/, /d/, /g/, /v/, /dh/, /m/, /n/, /ng/, /l/, /r/, /zh/
-

P 5 Recognize, associate, and produce the appropriate past tense ending with regular verbs:

- a. /id/ with /t/, /d/
 - b. /t/ with /p/, /ch/, /k/, /th/, /s/, /sh/
 - c. /d/ with all vowels, /b/, /j/, /g/, /v/, /dh/, /m/, /n/, /ng/, /l/, /r/, /zh/
-

P 6 Recognize and imitate stress patterns (pitch, length, and clarity) for formulaic questions and statements (e.g., Hello, How are you? Good morning)

P 7 Recognize and place stress on syllables

P 8 Recognize and change pitch (rising and falling) when instructed

P 9 Distinguish between and identify clear and unclear vowels

PRONUNCIATION

P 10 Recognize and produce command intonation

P 11 Recognize and produce yes/no questions intonation

P 12 Recognize and produce statement intonation

P 13 Recognize and produce wh-information question intonation

P 14 Transcribe and state number series grouped in appropriate patterns (e.g., telephone number, addresses, and social security numbers)

P 15 Recognize and apply appropriate stress patterns (e.g., pattern differences that determine grammatical function)

P 16 Recognize and produce unstressed forms of certain words in informal or rapid speech (e.g., contractions, dropped "h", gonna, wanna, ya)

P 17 Recognize and produce basic sentence emphasis patterns (e.g., content words are emphasized and structure words are not)

P 18 Identify and respond to change of emphasis within a sentence

PRONUNCIATION

P 19 Produce sentences with change of emphasis patterns for specific purposes (e.g., clarification, anger, surprise)

P 20 Recognize and apply pause and pitch changes to indicate the end of thought groups (e.g., telephone numbers, equations, compound sentences)

P 21 Recognize and produce linked words and expressions:

- a. Vowel to another vowel (e.g., my apple, may I, she is)
 - b. Continuant to a vowel (e.g., turn on, pull over, share it)
(Continuants are nasals, lateral, and glides.)
 - c. Stop to a vowel (e.g., keep out, stick up, thank you)
(Stops are plosives, fricatives, and affricates.)
 - d. Stop to the same stop (e.g., keep practicing, pulled down)
-

P 22 Recognize and self-correct own pronunciation errors

I049QB.03

INVENTORY OF STRUCTURES

INVENTORY OF STRUCTURES

The grammatical structures were determined on the basis of appropriateness of use with the functional competency objectives being taught. These structures are suggestions. Institutional curriculum planners should decide when or if instruction on specific grammar points should be given.

BEGINNING 2 INTENSIVE

Sentence Types

- Simple statements with "be" and action verbs
- Commands in affirmative and negative
- Simple questions with "be" and action verbs
- Wh-questions (who, what, when, where, how much)
- Or-questions

Nouns*

*Noun forms are not listed as part of the curriculum level suggestions.

- Single/Plural including irregular plural forms
- Count and noncount
- Possessive

Pronouns

- Demonstrative (this, that, these, those)
- Personal: subject, object
- Possessive (mine, yours, his, hers, its, ours, theirs)

Verbs

- Present: simple, continuous
- Future: be going to
- Past: simple
- Contracted forms of "be" and "not"

Modals

- Ability (can, could)
- Obligation (should, had better, must)
- Request (can, could, would)

Adjectives

- Possessive (my, your, his, her, its, our, their)
- Quality: shape, color
- Quantity: number, size, indefinite (some, many, a little), articles

Adverbs

- Place (here, there, near, behind)
- Time (now, later, soon)

Prepositions

- Destination (from, to)
- Position (on, under, above, in)

BEGINNING 3 INTENSIVE

Sentence Types

- Commands
- Wh-questions (who, whose, where, when, how long, why)
- Negative question
- Tag questions
- Compound sentences
- Passive Voice with present and past tenses

Nouns*

- *Noun forms are not listed as part of the curriculum level suggestions.
- Single/Plural, including irregular plurals
- Possessive
- Count/noncount
- Nouns as adjectives (shoe store)

Pronouns

- Demonstrative (this, that, these, those)
- Personal: subject, object

Verbs

- Present: simple, continuous, perfect, perfect continuous
- Past: simple, continuous
- Future: will

Modals

- Ability (can, could)
- Request (can, could, would)
- Obligation (should, must, ought to)
- Willingness (will, would)

Adjectives

- Comparison
- Possessive
- Quality (dependable, thorough, dangerous, boring)
- Quantity: indefinite (some, any), articles, number

Adverbs

- Comparison
- Degree
- Manner
- Place
- Time

Prepositions

- Position (on, under, above, in)
- Time (during, until)

Conjunctions

- Coordinating (and, but, for)
- Subordinating (because, since, when, however, although)

INTERMEDIATE INTENSIVE

Sentence Types

- Commands
- Wh-questions (who, whose, where, when, how long, why)
- Yes/No questions
- Tag questions
- Conditional
- Direct and indirect speech
- Passive Voice

Nouns*

- *Noun forms are not listed as part of the curriculum level suggestions.
- Irregular Plural
- Nouns used as adjectives
- Gerunds

Pronouns

- Demonstrative
- Personal: subject, object
- Possessive

Verbs

- Present: simple, continuous, perfect,
- Past: simple, continuous, perfect
- Future: will, be going to
- Conditional

Modals

- Ability (can, could)
- Obligation (should, must, have to, ought to)
- Possibility (can, may, might)
- Request (can, could, would, may)

Adjectives

- Comparison
- Demonstrative
- Quality (insensitive, level-headed)
- Quantity

Adverbs

- Comparison
- Degree
- Frequency
- Manner
- Time (just, recently)

Prepositions

- Destination (from, to)
- Position (on under, above, in)
- Time (during, until)

Conjunctions

- Coordinating (and, but, for)
- Subordinating (because, since, for, when, however, although, while, not only . . . but also)

RECOMMENDED TEXTS

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RECOMMENDED TEXTS

Since the objectives and the topics of the intensive curriculum cover a wide range, using only one text for each level would not be sufficient. It is expected that teachers would need to select one text for each component and supplement this text.

As a guide to assist in your selection process, the following codes have been used: B2-Beginning 2 Int, B3-Beginning 3 Int, and I-Intermediate Int.

INTEGRATED PROGRAMS/TEXTS:

English for Adult Competency, Books 1 and 2. A. Keltner et al.
Prentice-Hall. (B2, B3)

English that Works, Books 1 and 2. K. Lynn Savage et al. Scott,
Foresman and Company. (B2, B3)

In Touch, Books 1 through 3. C. Castro and V. Kimbrough. Longman. (B2,
B3, I)

Lifelines: Coping Skills in English, Books 1 through 4. B. Foley and H.
Pomann. Regents. (B2, B3, I)

Life Styles: An Intermediate American English Series, Book 1. G. Luzano
et al. Longman. (I)

Prevocational English, Books 1 and 2. National Textbook Company. (B2,
B3)

Side by Side, Books 1 and 2. S. J. Molinsky and B. Bliss. Prentice-Hall.
(B2, B3)

Spectrum: A Communicative Course in English, Books 1 through 3. D.
Warshawsky et al. Regents. (B2, B3, I)

Survival Skills. L. Mosteller and B. Paul. Prentice-Hall. (B2, B3)

ORAL COMMUNICATION:

Alice Blows a Fuse. J. R. Boyd and M. A. Boyd. Prentice-Hall. (I)

Around Town: Situational Conversation Practice. M. Ochenden and T.
Jones. Longman. (I)

Communication Skits. N. J. Weinstein. Prentice-Hall. (I).

Connections: Communicative Listening and Speaking Activities. J. R.
Boyd and M. A. Boyd. Regents. (I)

- A Conversation Book, Books 1 and 2. T. Kasloff-Carver and S. Douglas Fotinos. Prentice-Hall. (B2, B3)
- Discovering English. K. Batchelor de Garcia and B. H. Nixon. Newbury House. (B2, B3).
- Functions of American English. L. Jones and C. vonBaeyer. Cambridge University Press. (I)
- Getting Along in English. A. S. Palmer and M. C. Kimball. Longman. (B3, I)
- It's Up to You. J. Dressner et al. Longman. (I)
- Listening In and Speaking Out. S. Bode et al. Longman. (I)
- Listening in the Real World: Clues to English Conversation. M. A. Rost and R. K. Stanton. Lingual House. (B3, I)
- Notion by Notion: A Beginning ESL Practice Book. L. A. Ferreira. Newbury House. (B3, I)
- Now Hear This! B. Foley. Newbury House. (B3, I)
- Speak for Yourself. E. A. Fein. Newbury House. (I)
- Speaking Naturally. B. Tillit and M. Newton Bruder. Cambridge University Press. (B3, I)
- Speaking Up at Work. C. Robinson and J. Rowekamp. International Institute of Minnesota. (B2, B3, I)
- Take a Stand: Discussion Topics for Intermediate Adults. L. G. Alexander et al. Longman. (I)
- Talk it Over: Discussion Topics for Intermediate Students. L. G. Alexander et al. Longman. (B3, I)

PRONUNCIATION:

- Active English: Pronunciation and Speech. . R. Bens. Prentice-Hall. (B2, B3)
- Clear Speech. J. B. Gilbert. Cambridge University Press. (B3, I)
- Consonants Sound Easy. S. Bassano. Alemany Press. (B3, I)
- Manual of American Pronunciation. C. Prator, Jr. Holt, Rinehart, and Winston. (B2, B3, I)
- PD's in Depth. E. Crowell-Traeger. Prentice-Hall. (B2, B3, I)

A Practice Book on English Stress and Intonation. K. Croft.
Prentice-Hall. (B3, I)

Pronunciation Contrasts in English. D. F. Nilsen and A. P. Nilsen.
Regents. (B2, B3, I).

Pronunciation Drill's (The PD's). E. Crowell-Traeger and S. Cook
Henderson. Prentice-Hall. (B2, B3, I)

Sounds Easy. S. Bassano. Alemany Press. (B2, B3)

Whaddya Say. N. Weinstein. Prentice-Hall. (B2, B3, I)

GRAMMAR:

Basic English Grammar. B. Schramper Azar. Prentice-Hall. (B2, B3)

Fitting In. M. Pogemiller-Coffey. Prentice-Hall. (I)

Fundamentals of English Grammar. B. Schramper Azar. Prentice-Hall.
(B3, I)

GrammarWork: English Exercises in Contexts, Books 1 through 4. P.
Breyer. Regents. (B2, B3, I)

Understanding and Using English Grammar. B. Schramper Azar.
Prentice-Hall. (I)

Word Plays: Grammar and Conversation for Beginners. H. Letterman and
H. Slivka. Longman. (B2, B3)

WRITING:

Ready to Write: A Communicative Text for Beginning Students.
K. Blanchard and C. Root. Longman. (B2, B3)

Write from the Start. D. M. Davidson and D. Blot. Newbury House. (B3)

Write Now! Basic Business Writing. L. Markstein. Regents. (I)

Write Now! Everyday Writing Tasks: Beginning Level. L. Markstein.
Regents. (B2, B3)

Write Now! Everyday Writing Tasks: Intermediate level. L. Markstein.
Regents. (B3, I)

A Writing Book: English in Everyday Life. T. Kasloff-Carver, S. Douglas
Fotinos, and C. Kay-Olsom. Prentice-Hall. (B2, B3, I)

READING:

Building Real Life English Skills. C. Morton-Starkey and N. Wright-Penn.
National Textbook Company. (B3, I)

Coming to America. B. Coleman and J. Hileman. Newbury House. (I)

Essential Life Skill Series: What You Need to Know about Basic Skills,
Letters, and Consumer Complaints. C. Morton-Starkey and N.
Wright-Penn. National Textbook Company. (B3, I)

Essential Life Skill Series: What You Need to Know about Getting a Job
and Filling out Forms. C. Morton-Starkey and N. Wright-Penn.
National Textbook Company. (B3, I)

Essential Life Skill Series: What You Need to Know about Reading Ads,
Legal Documents and Reference Materials. C. Morton-Starkey and N.
Wright-Penn. National Textbook Company. (B3, I)

Essential Life Skill Series: What You Need to Know about Reading News-
papers, Labels, and Directions. C. Morton-Starkey and N. Wright-
Penn. National Textbook Company. (B2, B3, I)

Essential Life Skill Series: What You Need to Know about Reading Signs,
Directories, Schedules, Maps, Charts, and Utility Bills. C. Morton-
Starkey and N. Wright-Penn. National Textbook Company. (B2, B3, I)

Line By Line, Books 1 and 2. S. J. Molinsky and B. Bliss.
Prentice-Hall. (B2, B3)

Looking at American Signs. J. Hulzenga. National Textbook Company.
(B2)

Read Right: Developing Functional Reading Skills. A. Uhl-Chamot.
Minerva Press. (I)

OTHER:

Driver's Guide Handbook for Washington State Traffic Safety Education
Students. F. Brouillet. Office of the Superintendent of Public
Instruction. (B3, I)

CURRICULUM SYMBOL GUIDE

CURRICULUM SYMBOL GUIDE

Listed below are symbols used throughout the curriculum and what they represent.

O	Oral Communication objective
G	Word Attack Skill Guide objective
R	Reading objective
W	Writing objective
P	Pronunciation objective
()	The objective within the parentheses is related to this objective.
B1: OA 2, 8 . . .	By completing the competency objective in the left column you will have covered the benchmarks that follow the colon which are listed for this level (i.e., B1) in the 1985 Washington State Adult Refugee ESL Master Plan.



—DR. FRANK B. BROUILLET—
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